



ANNUAL ACCOUNTABILITY REPORT

Fiscal Year 2004-2005

To
The Honorable Mark Sanford
Governor of South Carolina
And
The Members of the
South Carolina General Assembly

September 15, 2005

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ACCOUNTABILITY REPORT TRANSMITTAL FORM

AGENCY NAME: **EDUCATION OVERSIGHT
COMMITTEE (EOC)**

DATE OF SUBMISSION: **September 15, 2005**

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SECTION I: EXECUTIVE SUMMARY

Mission and Values

The mission of the Education Oversight Committee (EOC), adopted in July 1999, affirms the statutory purpose and expectations for the agency:

Our mission is to affect the dramatic, results-based and continuous improvement of South Carolina's educational system by creating a truly collaborative environment of parents, educators, community leaders and policymakers.

The values underlying the mission are the following:

- A sole focus on what is best for students
- A belief in broad-based inclusion and collaboration
- A belief in standards, assessments, and publicly known results
- The implementation of research-and-fact-based solutions that improve results
- A passion for immediate, dramatic and continuous improvement that is unaffected by partisan politics

Major Achievements from the Past Year

This year has been a significant year in the implementation of South Carolina's accountability system. The system is composed of five elements: Standards, Assessments, Professional Development and Technical Assistance, Public Reporting and Rewards and Interventions. The South Carolina public education system was given the following grades by *Quality Counts 2005*, a publication of Editorial Projects in Education/ Education Week:

A	<i>Standards and Accountability</i>
A-	<i>Teacher Quality</i>
C+	<i>School Climate</i>
B-	<i>Resources: Equity</i>
	<i>Ungraded: Resources: Spending</i>

The EOC contributed to the implementation of South Carolina's accountability system within each of the five components as reported below:

1. Standards:
 - Completed cyclical review of the academic content standards in social studies
 - Initiated cyclical review of the academic content standards in science
 - Published revised English and Spanish versions of the family friendly academic content standards in each of four content areas to assist parents and families in working with their young people
 - Conducted interviews with high school students to determine barriers to their success
 - Initiated a community effort, PAIRS, to support student achievement in reading
2. Assessments:
 - Approved the high school assessment program tests in mathematics and English language arts

- Co-sponsored (with the South Carolina State Department of Education) a task force to review all of the state assessments and recommend improvements
 - Approved the South Carolina Readiness Assessment and advocated funds for professional development related to the assessment
3. Professional Development and Technical Assistance:
- Conducted annual audit of the use of retraining grants
 - Continued sponsorship of the South Carolina Education Policy Fellows Program, an affiliate of the Institute for Educational Leadership
 - Provided training on communicating the school and district report cards for new principals
 - Participated in seminars sponsored by the Education First Alliance
 - Conducted seminars for the faith-based community
 - Developed framework for faith communities to contribute to student reading proficiency
 - Achieved legislative support and funding for alternative technical assistance
 - Gained legislative support for the redirection of professional development funds to administrator and teacher development in reading
 - Initiated comprehensive evaluation of the external review process
 - Communicated with superintendents regarding strategies to increase response rates to the parent survey and provided them with school level detail
4. Public Reporting:
- Published the fourth annual school and district report cards
 - Published studies on the following:
 - Third Annual Report on Closing the Achievement Gap
 - Programs for Gifted and Talented Students: Descriptive Study
 - Final Report on the Teacher Specialist on Site Program
 - Report on the Use of the Flexibility Provisos
 - Third Annual Report on the Teacher Loan Program
 - Annual Evaluation of the Retraining Grant Program
 - Annual Report on the Parent Survey
 - Student Records Analysis for Six High Schools
 - Developed a long-range planning initiative, Common Ground, to focus on South Carolina 2025
 - Approved formulae for the addition of student performance on PACT science and social studies to the elementary and middle school ratings
5. Rewards and Interventions: No changes were made to the Palmetto Gold and Silver Awards program.

Key Strategic Goals for Present and Future Years

The Education Oversight Committee has adopted the goal:

By 2010, South Carolina's student achievement will be ranked in the top half of states nationally. To achieve this goal, we must become one of the five fastest improving systems in the country.

To achieve this goal, the EOC established the following objectives for its operations in 2004-2005

1. Continue to implement the provisions and fulfill the responsibilities of the Education Accountability Act of 1998
2. Develop measures, promote policies and implement practices so that each student is able to earn a state high school diploma
3. Strengthen the teaching of reading
4. Review and revise long-range plans to address strategic issues before South Carolina

To continue its work, the EOC set the following objectives for 2005-2006

1. Continue the implementation of the Education Accountability Act of 1998
2. Build a common vision for student, school and system achievement
3. Promote changes in policies that rapidly advance improvements in student achievement
4. Build alliances for higher performance
5. Fulfill the responsibilities assigned to the EOC by the General Assembly including those within the Teacher Quality Act, the Parental Involvement in Their Children's Education Act and the Education and Economic Development Act.

Opportunities and Barriers that may affect the Agency's Success in Fulfilling its Mission and Achieving its Strategic Goals

The greatest opportunities before the agency are the following:

- Sustain and strengthen public support for educational improvement
- Provide access to data and analyses of programs, policies and funding to support the continuous improvement of public education
- Increase visibility of accountability functions and their relationship to sustained school improvement

The greatest barriers are the following:

- Perceptions that the accountability system is harmful to schools and the children they serve
- Perceptions that publication of data can be harmful to individual careers
- Receipt of data from other agencies and sources in a timely manner
- Poor data quality

How the Accountability Report is used to Improve Organizational Performance

In late 2004 the executive director attended a Baldrige training to deepen understanding of the processes and worked with a state agency consultant. The Baldrige criteria and agency actions became a discussion point in staff meetings on a monthly basis. Staff teams worked together to develop accountability information and to strengthen customer focus.

The agency recognized the need to strengthen public access to its work. Two staff positions were restructured to provide the following: (a) comprehensive archival records and (b) expanded Internet access to EOC materials. Placing all meeting materials on the website has increased access and, at the same time, reduced agency printing costs.

The agency is exploring measures for internal operations and processes. The agency works with standing professional groups and through advisory groups in the professional areas. EOC staff

members meet monthly with the Instructional Roundtable (the statewide group of assistant and associate superintendents of instruction), bimonthly with the Superintendent's Roundtable and occasionally with the Data Quality Advisory Group. The EOC maintains a comment sections on its website and responds to inquiries by telephone and face-to-face meetings.

SECTION II: BUSINESS OVERVIEW

1. Employees

Eight full-time staff persons supported the EOC's work. Two part-time temporary employees and a graduate assistant provided additional support. The EOC is authorized to have ten full-time employees.

2. Operational Locations

The EOC offices are located in Suite 227 Blatt Building in Columbia on the State House grounds. The Columbia location serves the EOC well, providing access to other state government agencies and key professional associations and affording a central base from which staff or members can travel statewide.

3. Expenditure/Appropriations Chart Base Appropriations

The Education Oversight Committee is funded with EIA revenues and does not receive any General Funds. Base Budget Expenditures and Appropriations are detailed in the table below:

Base Budget Expenditures and Appropriations

Major Budget Categories	03-04 Actual Expenditures		04-05 Expenditures		05-06 Appropriations	
	Total Funds	Total Funds	Total Funds	EIA Funds	Total Funds	EIA Funds
Personal Service	\$519,869.00	\$519,869.00	\$541,951.76	\$541,951.76	\$633,377.00	\$633,377.00
Other Operating	\$331,781.00	\$331,781.00	\$415,962.53	\$415,962.53	\$437,322.00	\$437,322.00
Public Awareness ¹	\$226,592.00	\$226,592.00	\$232,000.00	\$232,000.00	\$232,000.00	\$232,000.00
Family Involvement	\$45,318.00	\$45,318.00	\$45,318.00	\$45,318.00	\$45,318.00	\$45,318.00
Middle Grades ²	\$95,470.00	\$95,470.00	\$100,000.00	\$100,000.00	\$100,000.00	\$100,000.00
Fringe Benefits	\$128,503.00	\$128,503.00	\$135,387.13	\$135,387.13	\$143,839.00	\$143,839.00
Total	\$1,347,533.00	\$1,347,533.00	\$1,470,619.42	\$1,470,619.42	\$1,591,856.00	\$1,591,856.00

¹ and ² Although funded by proviso through the State Department of Education: (1) the function of the Public Awareness activity is administered by the Education Oversight Committee; (2) the Education Oversight Committee serves as fiscal agent for the Middle Grades Project activity.

Other Funds

The EOC has decision-making authority for expenditures of funds secured by the EOC's business leadership for the Public Awareness Fund. That fund has a balance of \$73,564.92. The Carnegie Fund has a zero balance and the Other Operating Fund has a zero balance.

Other Expenditures

Sources of Funds	03-04 Actual Expenditures	04-05 Actual Expenditures
Public Awareness Fund	\$44,048.55	\$31,282.70
Carnegie Grant Fund	0.00	0.00
Other Operating Fund	0.00	0.00

4. Major Program Areas Chart

Program Number and Title	Major Program Area Purpose	FY03-04 Budget Expenditures	FY04-05 Budget Expenditures	Key Cross References for Financial Results
Agency Administration: overhead	This function supports personnel, financial and administrative function of the agency in accordance with duties outlined in the Education Accountability Act of 1998, the Teacher Quality Act of 2000, the Parental Involvement in Their Children's Education Act of 2000 and other duties outlined in the annual General Appropriations Act. Costs reflected include supervision, communications, data processing, general administration and similar costs.	State: Federal: Other: \$287,222 Total: 20% of budget	State: Federal: Other: \$243,445 Total: 17% of budget	Compliance to state statutes and regulations; clean audit by appropriate agencies
Implementation and oversight of the educational accountability system	This function fulfills the requirements of 59-6-10 (1) and (4) and 59-6-110 (1) and (2) to ensure that the Education Accountability Act of 1998 is implemented in a manner consistent with its intent and in the time frame defined in the statute.	State: Federal: Other: \$656,393 Total: 45% of budget	State: Federal: Other: \$492,468 Total: 33% of budget	Completion of tasks outlined in the statute; changes in student and school performance; achievement of the 2010 goal
Evaluation of the functioning of public education	This function fulfills the requirements of 59-6-10 (2) and (3) and 59-6-110 (3) and (4) and appropriate sections in the Teacher Quality Act of 2000 to ensure that there is a continuous evaluation of South Carolina's education policies, programs and funding so that student achievement continues to improve	State: Federal: Other: \$235,256 Total: 16% of budget	State: Federal: Other: \$257,388 Total: 18% of budget	Completion of tasks outlined in the statute; changes in student and school performance; achievement of the 2010 goal
Family Involvement	This function fulfills the support and evaluation requirements outlined in the Parental Involvement in Their Children's Education Act 59-29-190	State: Federal: Other: \$45,318 Total: 3% of budget	State: Federal: Other: \$45,318 Total: 3% of budget	Improved relationships between parents and schools (immediate data factors are reported on the annual school report card)
Public Awareness	This function fulfills the responsibilities outlined in 59-18-1700 through the public awareness program and operates the Education Policy Fellows Program. The public awareness program receives funding through an appropriation within the SDE. The <u>authorized</u>	State: Federal: Other: \$137,051 Total: 9% of budget	State: Federal: Other: \$232,000 Total: 16% of budget	Engagement of broader community in support for student and school improvement

Program Number and Title	Major Program Area Purpose	FY03-04 Budget Expenditures	FY04-05 Budget Expenditures	Key Cross References for Financial Results
	funds represented on this line are either revenue funds from the Education Policy Fellows Program or outside fund raising. NOTE: These funds are authorized, not appropriated nor necessarily actual.			
Proviso-directed actions	The Education Oversight Committee serves as the fiscal agent for Middle Grades Project funds as provided in Proviso 1A.22 and for funds provided to the South Carolina Council on Economic Education in accordance with Proviso 1A.41	State: Federal: Other: \$95,470 Total: 7% of budget	State: Federal: Other: \$200,000 Total: 13% of budget	Administrative processing of funds in accordance with state statutes and regulations

NOTE: Budget figures in the table above are based upon reorganization of the expenditures in accordance with the activities defined in summer 2004 and shown above.

5. Key Customer Segments Linked to Key Products/Services

Governor and 170 Members of the General Assembly - The EOC provides recommendations regarding programs, policies and funding based upon the level of achievement for students and schools as well as program evaluations. The EOC serves as a data source for elected officials, maintains the visibility of education among the state priorities and provides publications including

- *Learning Matters*-distributed quarterly to a minimum of 3,000 serving in leadership positions. The December issue, reporting on progress toward the 2010 goal, is distributed to 12, 000 South Carolinians.
- *Voices*, a summary of the 2004-2005 county tour, was sent to 12,000 South Carolinians including all who participated in the meetings
- Annual recommendations and topical reports are distributed to the elected and educational leaders and posted for public access
- *Legislative Investments in Education Accountability* was distributed to 3,000 elected and educational leaders
- Technical advice to Governor Sanford's Education Reform Council
- Membership on the Readiness Work Group for First Steps
- Membership on the Council on Competitiveness Task Force on Workforce Development and the related Parent Involvement Work Team
- Clearinghouse for elected officials, their staff and educators on materials and issues related to school improvement
- Responses to ad hoc data requests from elected officials

Educators - The EOC provides educators with results of research studies on the achievement gap, longitudinal matched student performance data, analyses of ratings and factors related to the ratings as well as technical support for use of the ratings and report cards. The technical documents include:

- *Accountability Manual*-distributed 1,900 to educators

- *Communications Tool Kit*-provided training and materials to over 3,000 educators across the years
- *TIPS* booklets for use with parents, businesses and community organizations-distributed approximately 100,000 parent TIPS (in both English and Spanish) through the schools and agencies and approximately 5,000 business and community TIPS
- *The Performance of Historically Underachieving Groups of Students in South Carolina Elementary and Middle Schools*- recognized 138 schools and distributed copies of the report statewide, including briefings for media
- *Family Friendly Learning Standards*-distributed 2,500 sets in English and Spanish to schools and community groups

Parents - The EOC works with parents in workshops sponsored by the EOC or other organizations. These workshops address the 2010 goal, the school and district ratings and related information, and ways in which parents can be engaged with their child and with schools. Publications for parents include:

- Guides to using the report card-incorporated into the Communications Tool Kit and available on the website for all schools, parent groups and community members
- *Family Friendly Learning Standards*-distributed 2,500 sets in English and Spanish to schools and community groups
- *TIPS* publications-see distribution above

Public at Large - The EOC works with the public at large through a series of informational and leadership meetings, including training on how to use the annual school and district report cards. The EOC works with the media to ensure that data are interpreted accurately and widespread communication is maintained with the public. Publications targeting the general public include the following:

- *Voices*
- *Learning Matters*
- *TIPS*
- *PAIRS Connections*

Further efforts have been made to increase web access to all materials. The EOC has contracted with the Budget and Control Board to provide monthly information on web hits.

6. Key Stakeholders (Other than Customers)

Business Community - EOC staff members participate in a number of business-focused groups including the Council for Excellence in Education, the Task Force on Workforce Development and the Council on Competitiveness. EOC publications are made available to businesses for use with their employees. The EOC staff also work with the Midlands Education and Business Alliance to provide them materials for use with employees. EOC members and staff participate in the Family Friendly Awards program to recognize businesses that support family involvement.

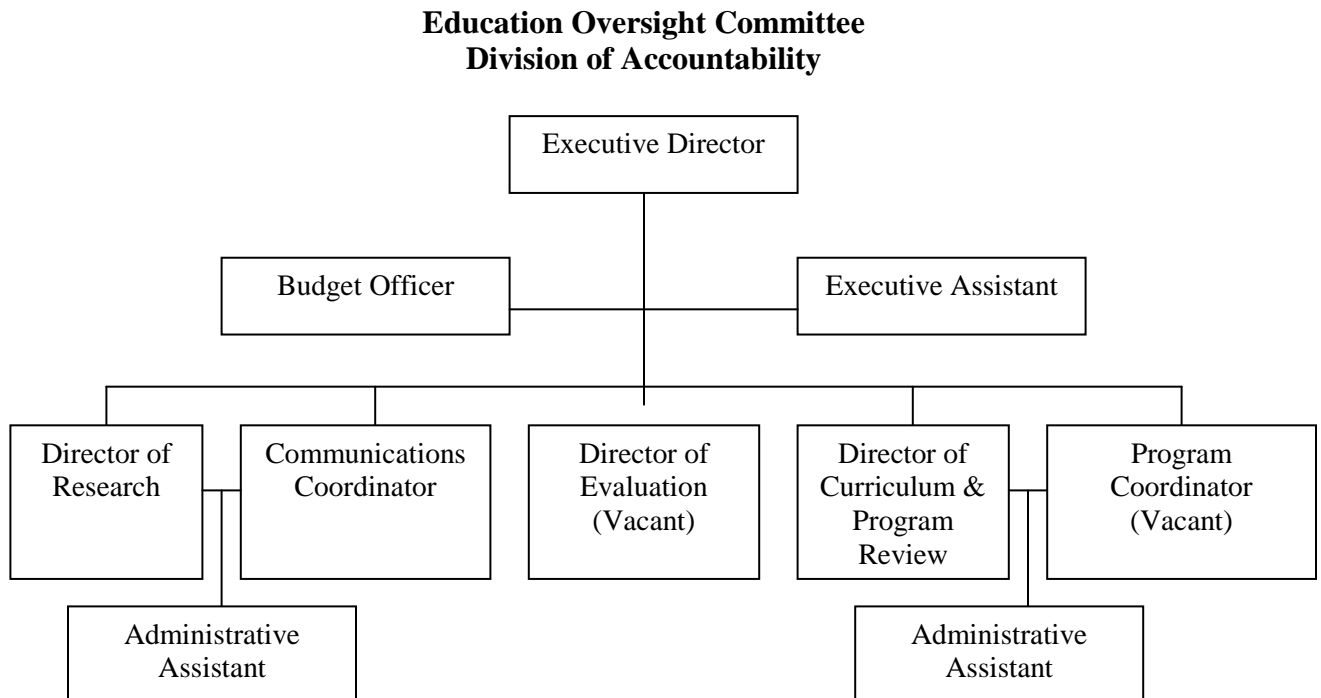
7. Key Suppliers

The EOC explores issues and concerns for its customers through analyses of data from South Carolina's public education system, primarily the South Carolina State Department of Education, the Commission on Higher Education, the Student Loan Corporation and school districts. The EOC utilizes the financial, professional, programmatic and academic testing programs for data

sources. The EOC also conducts focus groups, surveys, and other data collections as required by the particular program or service under study. Through work with the Budget and Control Board's Division of Research and Statistics, the EOC has been able to explore aspects of student lives and performance from multiple perspectives.

8. Organizational Structure

In 2004-2005 the EOC was organized as shown in the figure below:



SECTION III: ELEMENTS OF THE MALCOLM BALDRIGE AWARD CRITERIA

1. LEADERSHIP

The EOC is composed of eighteen (18) members. The membership is shown in the chart below, with appointing official and term of office detailed.

2004-2005 Membership

MEMBER	REPRESENTATION	APPOINTMENT OF	Initial Appointment	TERM
Robert Staton <i>Chairman</i>	Business	Chairman, Senate Education Committee	1998	2002-2006
Alex Martin <i>Vice Chairman</i>	Business	Speaker of the House	2001	2005-2009
Traci Young Cooper	Education	Chairman, Senate Education Committee	2002	2002-2006
Robert Daniel	Business	Chairman, House Education and Public Works Committee	2000	2004-2008
Dennis Drew	Education	Governor	2003	2003-2006
Mike Fair	Designee	President Pro Tempore, Senate	2001	Coterminous
Warren Giese	Chairman, Senate Education Committee		2001-2004	Coterminous
Wallace Hall, Jr.	Education	Chairman, House Education and Public Works	2002	2002-2006
Robert Harrell, Jr.	Chairman, House Ways and Means Committee		1998	Coterminous
Robert W. Hayes	Designee	Chairman, Senate Education Committee	2005	Coterminous
Susan Hoag	Designee	Speaker of the House	1998	1998-2004
Hugh Leatherman, Sr.	Chairman, Senate Finance Committee		2002	Coterminous
Harry Lightsey, III	Business	President Pro Tempore, Senate	2002	2002-2005
Susan Marlowe	Education	President Pro Tempore, Senate	2001	2005-2009
Joseph Neal	Designee	Speaker of the House	2004	2004-2005
Neil Robinson	Business	President Pro Tempore, Senate	2005	2005-2006
Harold Stowe	Business	Governor	2002	2002-2006
Inez Tenenbaum	State Superintendent of Education	Ex Officio	2000	Coterminous
Robert Walker	Designee	Chairman, House Education and Public Works	2002	Coterminous
Judy H. Williams	Designee	Governor	2003	Coterminous
Larry Wilson	Business	Governor	1998	2002-2005

1. How do senior leaders set, deploy and ensure two-way communication for: a) short and long-term direction b) performance expectations, c) organizational values, d) empowerment and innovation, e) organizational and employee learning, and f) ethical behavior?

(a) The Executive Director works with EOC members in an annual objective setting process to outline the critical areas for the year. For each of the EOC's six years of operation, annual objectives have been established to guide actions relative to its statutory responsibilities and achievement of the 2010 goal. The 2010 goal (*By 2010, South Carolina's student achievement will be ranked in the top half of states nationally. To achieve this goal, we must become one of the five fastest improving systems in the country.*) has shaped the work plan and the focus of the staff. After the establishment of annual objectives, the Executive Director develops a management plan to provide time lines, identify data requirements, allocate resources, and establish the criteria for satisfactory accomplishment. The Executive Director meets twice monthly with all staff persons and, in additional meetings, with individual staff persons. The small number of employees permits almost daily interaction among staff on projects.

(b) Performance expectations are established each August in individual employee meetings with each employee. The EOC uses the EPMS system established by the South Carolina Office of Human Resources.

(c) The EOC values are showcased below with examples of incorporation:

Value	Example(s)
Sole focus on what is best for students	Inclusion of all students in the accountability system Publication of program reviews on the progress of selected groups of students
Belief in broad-based inclusion and collaboration	Utilization of advisory groups for all EOC initiatives and decisions (see EOC Annual Report 2005) Incorporation of Reports from a Key Constituency in each meeting
Belief in standards, assessments and publicly known results	Implementation of a standards-based rating system Development of communication supports for individual and public action
Implementation of research- and fact-based solutions that improve results	Reviews of EEA programs Recommendations for program, policy and funding changes
Passion for immediate, dramatic and continuous improvement that is unaffected by partisan politics	Involvement in a number of advisory, professional and policy groups Initiation of the Common Ground long-range planning effort Implementation of PAIRS

To build greater understanding through data and evidence, the EOC works with the Division of Research and Statistics at the Budget and Control Board, the State Department of Education, the University of South Carolina, Clemson University, the Commission on Higher Education and other agencies. The partnerships enable the EOC to examine health and social circumstances impacting upon school performance as well as student, school and district performance.

(d) The EOC staff is organized around primary responsibilities. Each staff member is expected to be an advocate for agency functions by exploring ways in which the materials and actions can

be stronger. Staff members are expected to complete necessary training so that they can perform at higher levels. The EOC restructured several staff positions to provide improved services and opportunities for agency work to be exemplary. Staff members in the restructured positions are participating in extensive professional development to enable them to succeed in these positions. Furthermore, the EOC reviewed its administrative procedures manual and made changes to conform to the new emphasis.

(e) Over the years the EOC has developed practices including required advisory groups, explicit criteria, use of simulations to generate wider acceptance for its work. Employees are encouraged and supported financially as they acquire new knowledge and skills so that the agency performs at a higher level.

(f) The EOC ascribes to the professional standards as specified by the following organizations:

Testing and Assessment	American Educational Research Association National Council on Measurement in Education Association for Supervision and Curriculum Development
Standards	National Council of Teachers of English National Council Teachers of Mathematics American Assoc. for the Advancement of Science National Council for the Social Studies S. C. Science Council
Parent Involvement	National Network of Partnership Schools
Publications	Chicago Manual of Style National School Public Relations Assoc.

2. How do senior leaders establish and promote a focus on customers and other stakeholders?

The focus on customers is established through agreements that the staff shall respond to communication promptly. These include commitments to respond in the following manner:

- Respond to all requests for available information, including presentations for school districts, before community groups, and for professional organizations.
- Provide access to technical documentation for each proposal and/or decision; and
- Respond to e-mail and telephone calls within twenty-four hours.
- Provide information in multiple formats (print, web and English or Spanish versions)

While a response may require analyses or information not immediately available, staff members are expected to reply to customers as soon as possible. The staff members also work with legislators and other customers to provide them with information and recommendations in the timeframe for legislative decision-making. In the last year, the staff has published technical and evaluation studies using multiple formats: print, electronic and public presentation. The Executive Director maintained a listing of school districts to ensure that staff drew upon district

expertise and the processes were available to all South Carolina school districts. Customer focus is extended through presentations and participation in multiple association meetings and in informal meetings with leaders in the education and legislative communities. The Executive Director travels statewide to meet with district superintendents to learn of their concerns and to understand the issues as they impact school districts differently. Each EOC professional staff member is assigned to serve as liaison to a professional community.

3. How do senior leaders maintain fiscal, legal and regulatory accountability?

The EOC fiscal actions and plans are processed through the Office of State Budget, the Office of the Comptroller General, and the Office of the State Treasurer. The Office of the State Auditor reviews agency's fiscal operations to insure compliance within the state system. Procedural fiscal guidelines are afforded through the Statewide Accounting and Reporting System (STARS), the South Carolina Consolidated Procurement Code, and General Accepted Accounting Principles (GAAPs). The EOC is subject to audits of agreed-upon procedures, procurement, and state employee insurance records. The EOC operations were audited by the South Carolina State Auditor's Office including reviews of fiscal procedures, benefits, closing packages, and contractual obligations during the 2002 fiscal year. No material weaknesses or violations have been identified in any audits.

The EOC incorporates statutory and regulatory references in its work to ensure that the legal requirements are met fully.

4. What key performance measures are regularly reviewed by your senior leaders?

The key performance measures include the following:

- Mission accomplishment
- Human resource effectiveness
- Procurement and administrative process effectiveness
- Employee satisfaction and involvement
- Professional development

These measures are reviewed through analyses of written reports, bi-weekly staff meetings and through individual interactions with the leadership.

5. How do senior leaders use organizational performance review findings and employee feedback to improve their own leadership effectiveness and the effectiveness of management throughout the organization?

Performance expectations for individual staff members are set at the beginning of each employment year. Using the Employee Performance Management System (EPMS) as the basis for evaluation, the Executive Director and individual staff persons appraise the previous year's performance, identify areas for professional growth in the succeeding year, and outline assistance needed to achieve those goals.

Each year the EOC Chairman meets with the EOC to evaluate the Executive Director. The Chairman and the Executive Director then discuss the performance appraisal, progress in the EOC's work, accomplishment of the annual objectives and the use of EOC resources to contribute to the achievement of the 2010 goal. Areas for increased attention are identified and addressed.

6. How does the organization address the current and potential impact on the public of its products, programs, services, facilities and operations, included associated risks?

The EOC uses a multi-stage process to address the impact of its work. The process can be described in four phases: (1) the EOC assesses the relationship of the factor under study to the achievement of the state's goals, incorporating research findings, comments from constituents and related educational priorities; (2) the EOC explores alternative actions or values and conducts simulations to identify factors confounding or contributing to higher performance; (3) the simulations are reviewed by advisory groups to appraise consistency with goal attainment and fairness; and (4) recommendations are presented to the EOC members for consideration and adoption or rejections.

7. How does senior leadership set and communicate key organizational priorities for improvement?

Organizational priorities are set during the summer two-day meeting of the EOC. At that meeting the EOC reviews the work of the previous year and establishes priorities for the ensuing year. Within the agency, the EOC objectives are incorporated into the management plan for the ensuing year, discussed with customers and stakeholders and a descriptive materials distributed to general audiences. The actions then are taken by the staff and developed into action plans that are assigned and built into individual evaluations.

Priorities are communicated through multiple media including posting of all information on the agency website, print publications such as *Objectives and Critical Actions*, presentations to professional, legislative and civic groups, correspondence with key policymakers and influencers of public policy and face-to-face meetings with scores of individuals.

8. How does senior leadership actively support and strengthen the community? Include how you identify and determine areas of interest.

All staff members are encouraged to be active as parents, professionals and members of the larger community. In the most recent year, staff members have participated in the following ways:

- Service on school improvement councils and district textbook adoption committees
- Service on boards and commissions to include the Arts in the Basic Curriculum Committee, the Task Force on Work Force Development (Council on Competitiveness), the Communities in Schools Advisory Board, the College of Charleston Advisory Board, Education Policy Fellows Program
- Service on the National Council of Social Studies Board of Directors
- Fundraising for a number of schools and the Muscular Dystrophy Association
- Service on the selection committee for "Red Carpet Schools," Family Friendly Workplace Award
- Community volunteer work with Sister Care, Juvenile Diabetes Research Foundation, Red Cross, and the Muscular Dystrophy Association

2. STRATEGIC PLANNING

1. What is your Strategic Planning process, including KEY participants, and how does it account for (a) customer needs and expectations, (b) financial, societal and other potential risks;

(c) human resources capabilities and needs; (d) operational capabilities and needs; (e) supplier/contractor/partner capabilities and needs?

Each year the EOC members meet for a two-day retreat to review the progress of the past year, conduct an environmental scan to determine opportunities and barriers, and set priorities for the ensuing year. The participants include all EOC members and staff as well as key consultants.

The strategic planning process includes four stages with the groups outlined above engaged.

- Stage One: Environmental scan of educational progress, opportunities and barriers
 Review of statutory and legislative requirements and limitations
 Exploration of customer needs and expectations
 Review of previous impact
 Establishment of annual objectives and critical actions
- Stage Two: Translation of objectives into action plans
 Study of financial, societal and other potential risks
 Assignment of human resources, based upon analyses of capabilities and needs
 Evaluation of operational capabilities and needs
 Assignment of supplier/contractor/partner capabilities and needs
- Stage Three: Engagement of broader communities to explore impacts and options
 Involvement of professional advisory boards
 Performance of simulations and critical studies of alternatives
- Stage Four: Communication and advocacy for recommendations and decisions
 Incorporation into public awareness plan
 Involvement of EOC members and staff in communications strategies
 Provision of reports and materials to customers to assist them in their responsibilities

2. What are your key strategic objectives (reference is to 2004-2005)?

- 1. Continue to implement the provisions and fulfill the responsibilities of the Education Accountability Act of 1998
- 2. Develop measures, promote policies and implement practices so that each student is able to earn a state high school diploma
- 3. Strengthen the teaching of reading
- 4. Review and revise long-range plans to address strategic issues before South Carolina

3. How do you develop and track action plans that address your key strategic objectives?

(a) Implementation of the EAA: The Education Oversight Committee has direct responsibilities for implementation of the Education Accountability Act (EAA). To ensure that those responsibilities are met, the agency developed a time line that corresponds to the statutory requirements of the legislation and the time line for accomplishment of the EOC objectives.

The time line permits tracking of the EAA implementation. Internally, the staff members use the annual strategic plan to ensure that work is accomplished in accordance with the time lines of the legislation and the requirements of the EOC.

(b) Within each of the nine areas of the agency plan, key measurable results were specified, including actions and staff persons responsible for those actions.

(c) Actions also are traced through the strategic plan used in the agency and through EOC agendas, actions and minutes.

4. What are your key action plans/initiatives?

1. Continue to implement the provisions and fulfill the responsibilities of the Education Accountability Act of 1998
 - Advocate for quality teaching and learning experiences so that every student can achieve at high levels
 - Support the continuing professional development of school boards and their members and the development of strong school district governance structures
 - Extend parental and community involvement efforts to support of young people as they progress through school, particularly at transitions between school levels
 - Increase the utilization of data published on the annual school and district report card and from other sources in decision-making for students, schools and the state
 - Prepare educators and communities to work with the system of increasing rigor
2. Develop measures, promote policies and implement practices so that each student is able to earn a state high school diploma
 - Heighten public awareness of the importance of a high school diploma and its relationship to individual and state success
 - Determine the currency of high school graduation requirements, including the requirements (or lack of requirements) for specific courses and the attendance requirements
 - Explore tactical approaches to increasing the high school graduation rate such as matrix testing to demonstrate competencies, high school to college dual enrollment, career exploration, and creative articulation agreements
 - Explore the usefulness of choice programs for career/technology and college preparatory high school programs
 - Identify programs that help students develop the personal values and efficacy needed for high school graduation
 - Explore the identification and education of students with disabilities and how these systems may impact on a student's opportunity to earn a state high school diploma
3. Strengthen the teaching of reading
 - Identify ways in which the teaching of reading can be given greater priority in kindergarten through grade twelve teacher development
 - Ensure that administrators have sufficient knowledge and understanding to support strong instruction in reading

- Determine how current professional development funding can be realigned to address teacher skills and knowledge to teach reading across the grades and through the content areas
4. Review and revise long-range plans to address strategic issues before South Carolina
- Develop a comprehensive performance profile of students in the middle grades to identify areas for action to promote higher achievement
 - Ensure that teachers and administrators in the middle grades have adequate professional development
 - Modify leadership training to includes teams of administrators and teachers working toward common goals
 - Review Title 59 to determine statutes that are inconsistent with a results-based orientation
 - .Update the funding model
 - Develop connections with higher education in support of a seamless system
 - Assign priority among actions in the long-range plan through a weighting system
5. How do you communicate and deploy your strategic objectives, action plans and performance measures?
- The strategic objectives and critical actions and performance measures are distributed in print and web-based publications. Materials are distributed through the education associations, school districts, South Carolina Chamber of Commerce, and related advocacy organizations. Presentations are made to community and professional audiences. Special sessions are held with legislators and both within-and end-of-session materials are provided.
6. If the agency's strategic plan is available to the public through the agency's internet homepage, please provide an address for that plan on the website.
- The agency's objectives and critical actions documents have been published independently and on the agency's internet homepage, www.sceoc.org/

Strategic Planning

Program Number and Title	Supported Agency Strategic Planning Goal/Objective	Related FY 04-05 Key Agency Action Plan/Initiative (s)	Key Cross References for Performance Measures
Implementation and Oversight of the EAA	1.0 Continue to implement the provisions and fulfill the responsibilities of the Education Accountability Act of 1998	<p>1.2 Support the continuing professional development of school boards and their members and the development of strong school district governance structures.</p> <p>1.4 Increase the utilization of data published on the annual school and district report cards, and for other sources, in decision-making for students, schools and the state</p> <p>1.5 Prepare educators and communities to work with the system of increasing rigor</p>	<p>Cyclical review of standards and assessments</p> <p>Publication of annual report card, with supports for public engagement</p> <p>Evaluation of programs, policies and funding and development of recommendations</p> <p>Community engagement</p>

Program Number and Title	Supported Agency Strategic Planning Goal/Objective	Related FY 04-05 Key Agency Action Plan/Initiative (s)	Key Cross References for Performance Measures
Evaluation	2.0 Develop measures, promote policies and implement practices so that each student is able to earn a state high school diploma	<p>2.2 Determine the currency of high school graduation requirements, including the requirements (or lack of requirements) for specific courses and the attendance requirements</p> <p>2.3 Explore tactical approaches to increasing the high school graduate rate such as matrix testing to demonstrate competencies, high school to college dual enrollment, career exploration and creative articulation agreements.</p> <p>2.4 Explore the usefulness of choice programs for career/technology and college preparatory high school programs.</p> <p>2.5 Identify programs that help student develop the personal values and efficacy needed for high school graduation</p> <p>2.6 Explore the identification and education of students with disabilities and how these systems may impact a student's opportunity to earn a state high school diploma</p>	<p>Changes in ratings for high schools and school districts to reflect importance of high school diploma</p> <p>Publication of information related to reading and high school graduation, improvement of data quality, interviews with students, development of middle school profile</p>
	3.0 Strengthen the teaching of reading	<p>3.1 Identify ways in which the teaching of reading can be given greater priority in kindergarten through grade twelve teacher development.</p> <p>3.2 Ensure that administrators have sufficient knowledge and understanding to support strong instruction in reading</p> <p>3.3 Determine how current professional development funding can be realigned to address teacher skills and knowledge to teach reading across the grades and through the content areas</p>	<p>Recommend changes to provisos and funding to support teaching of reading</p> <p>Publication of middle grades profile</p> <p>Initiation of PAIRS</p>

Program Number and Title	Supported Agency Strategic Planning Goal/Objective	Related FY 04-05 Key Agency Action Plan/Initiative (s)	Key Cross References for Performance Measures
Family Involvement	1.0 Continue to implement the provisions and fulfill the responsibilities of the Education Accountability Act of 1998	1.3 Extend parental and community involvement efforts to support young people as they progress through school and particularly at transitions between school levels	Initiation of PAIRS Provision of family materials regarding the content standards, assessments and school report cards Reporting and use of parent survey data
Public Awareness	1.0 Continue to implement the provisions and fulfill the responsibilities of the Education Accountability Act of 1998	1.1 Advocate quality teaching and learning experiences so that every student can achieve at high levels 4.2 Ensure that teachers in the middle grades have adequate professional development. 4.3 Modify leadership training to include teams of administrators and teachers working toward common goals.	Focus on high expectations for all students through parent materials, workshops, Closing the Gap study, PAIRS Recommend changes in program priorities to ensure that all teachers and administrators have access to strong professional development in reading
	2.0 Develop measures, promote policies and implement practices so that each student is able to earn a state high school diploma	2.1 Heighten public awareness of the importance of a high school diploma and its relationship to individual and state success 4.1 Develop a comprehensive performance profile of students in the middle grades to identify areas of action to promote higher achievement	Inclusion of high school graduation in district ratings at a higher weight, development of uniform measure for graduation and improvement of data quality Publication of profile
	4.0 Review and revise long-range plans to address strategic issues before South Carolina	4.4 Review Title 59 to determine statutes that are inconsistent with a results-based orientation 4.5 Update the funding model. 4.6 Develop connections with higher education in support of a seamless system 4.7 Assign priority among actions in the long-range plan through a weighting system.	Completion of review and transmittal to legislative members of EOC Advocacy and organization of the Common Ground long-range planning effort

3. CUSTOMER FOCUS

1. How do you determine who your customers are and what their key requirements are?

The key customers of the Education Oversight Committee are listed in the agency's enabling legislation: the Governor, the General Assembly, the State Department of Education, colleges and universities, local school boards, administrators, teachers, parents, students, and the community. Because the overriding objective of improving academic achievement is the focus

of the EOC, the agency focuses its products and services on this goal while marketing its products and services to the individual needs and responsibilities of its key customers.

Efforts are made to determine customer requirements in a variety of ways. First, at each meeting of the full committee, the EOC sets aside a portion of the meeting to receive “Remarks from a Key Constituency.” These key constituents represent the customers of the EOC. Second, the members of the EOC meet with legislators in their local communities both before and during the legislative session. Often, the EOC conducts workshops throughout South Carolina where educators and community leaders attend. Information, research and evaluations also are provided to the Governor, legislators, and legislative committees as requested. The Chairman of the EOC meets bi-monthly with the Executive Board of the South Carolina School Boards Association. A number of EOC members serve on the South Carolina Chamber of Commerce’s Council on Excellence in Education. EOC staff persons are assigned liaison responsibilities to work with major professional associations. Finally, the EOC conducts surveys and focus groups as needed.

2. How do you keep your listening and learning methods current with changing customer/business needs?

The EOC and its staff have worked diligently to provide information on the accountability system and to learn from its customers using the following direct methods of communication:

- Printed publications including *Learning Matters* and the *Accountability Manual*
- Incorporation of advisory groups and circulation of preliminary reports for comments
- Maintenance of a comments section on the website
- Workshops and community meetings throughout the state
- Surveys
- Upgrading of its web site to provide more information
- Presentations at conferences, legislative committees, caucuses, and professional associations.
- Inclusion of school and school district officials in an advisory capacity
- Participation of EOC staff and members on advisory boards, task forces and local school and district committees

3. How do you use information from customers/stakeholders to keep services or programs relevant and provide for continuous improvement?

Information from customers is used most often to determine if the products and services provided by the EOC assist schools in improving academic success and in supporting the implementation, efficiency, and the effectiveness of academic improvement efforts.

An example is the outcome of the statewide community workshops. After meeting with and surveying community leaders, the EOC determined that business and community leaders desire to be more involved in public education, but often do not know how to get involved. And, increasing “parental” involvement was a common theme in every county. As a direct result of this information, the EOC initiated PAIRS to promote the importance of parents and adults volunteering to assist students in reading. Another example is the publication of *Family Friendly Content Standards* in Spanish. The EOC determined that one of its customers, Hispanic parents,

needed information on the parent standards in Spanish. The EOC hired an interpreter and now provides the information in both languages. This product also assists many school districts who are experiencing a significant increase in enrollment of Hispanic students.

4. How do you measure customer/stakeholder satisfaction?

Customer satisfaction is measured through face to face meetings with key legislative leaders, requests for publications, structured meetings with education groups and records of requests for materials or presentations. The EOC staff members also monitor legislation and changes in policy or funding to determine impact of recommendations on decisions. EOC staff members are asked routinely to serve on task forces and advisory groups in other agencies and entities.

5. How do you build positive relationships with customers and stakeholders? Indicate any key distinctions between different customer groups.

Members and staff meet regularly, both in formal and informal settings, with the customers and stakeholders. Communication in all forms with our customers is emphasized and encouraged. Because the EOC is charged with encouraging and implementing change, its actions may be unpopular or uncomfortable. Through personal contact, strategies to involve disparate groups, and persistence, the EOC attempts to work through concerns effectively and positively.

4. MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

1. How do you decide which operations, processes, and systems to measure for tracking financial and operational performance?

The EOC staff uses state statutory and regulatory guidelines to determine the operations, processes and systems to measure as follows:

BudgetAppropriations Act
 Finance OperationsStatewide Accounting and Reporting System (STARS)
 Asset Management.....General Accepted Accounting Principles (GAAP)
 ProcurementSC Procurement Code
 Employee BenefitsB&C BD Employee Insurance/SC Code of Laws

Policies and procedures governing the EOC's processes are followed as referenced and all finance and operations are subject to external audit by the State Auditor's Office.

2. What are your key measures?

The EOC uses the following standards and measures for tracking financial and operational performance:

Financial performance
 Monthly Budget Status Reports Agency Level Planning Document
 Monthly Reconciliations Statewide Accounting & Reporting Sys.
 Employee Benefits Reconciliations Employee Insurance Program Actng. Div.

Operational performance
 Annual Agreed Upon Procedures Audit State Auditor's Office

Data quality and integrity American Educational Research Association
 National Council on Measurement in Education
 Association for Supervision and Curriculum
 Development

Technical quality of analyses	Program Evaluation Standards published by the Joint Committee on Standards in Educational Evaluation
Publication Quality	External editor Chicago Manual of Style
Responsiveness to calls	Telephone logs Website visitors' records

3. How do you ensure data integrity, timeliness, accuracy, security and availability for decision-making?

Ensuring data quality and availability is an important concern for the EOC. The data elements and the procedures for assessing school outcomes for the accountability system are defined in the annual Accountability Manual published by the EOC. Accountability data from the school and district report cards are analyzed annually and specific data elements are identified for further review. The EOC has established a data quality advisory committee composed of state and district level data specialists to assist in this data review. Based on the advice from this committee, the EOC conducted a study of the high school graduation rate data and the graduation rate data collection methodology.

The EOC uses SAS statistical analysis software and Microsoft Excel and Access for analysis of data. In its analyses, the EOC uses either original, raw data such as student test data or finance data obtained from the State Department of Education, or aggregations of data from sources which follow accepted standards for statistical quality such as the federal National Center for Educational Statistics, the State Department of Education, or from test publishers. Internal EOC finance data follow Statewide Accounting and Reporting System (STARS) and General Accepted Accounting Principles (GAAP) guidelines, with monthly budget reconciliations and annual audits from the Comptroller General, State Auditor, Office of Materials Management, and the Budget & Control Board Insurance Division.

The EOC makes its data available to researchers and other interested parties, subject to Family Education Rights Privacy Act (FERPA) guidelines, through reports published on its web site and in response to requests for data. There is a need to make EOC data and reports more accessible to a wider audience. Currently, work is under way to create an interactive web site to provide accountability data and analyses available to the general public.

4. How do you use data/information analysis to provide effective support for decision-making?

Data compilations and analyses are the basis for identifying policy issues and policy recommendations. For example, current analyses of data from the teacher loan program, from programs for providing technical assistance to low achieving schools, and from state and national reading tests are providing the basis for policy recommendations by the EOC. All decisions regarding the determination of school achievement ratings for the accountability system have been based on data simulations using the different methodologies under consideration.

Data analyses also underpin decision-making regarding financial issues. Analyses of data on student outcomes, teacher: student ratios, instructional support needs, and teacher quality provided the basis for proposals put forth in 2005 by the EOC regarding models for state funding of public schools. With regard to its own budget, analyses of expenditures from prior and current year budgets along with consideration of EOC goals for the future are critical considerations for the development of each year's budget.

5. How do you select and use comparative data and information?

The EOC seeks and uses data from reputable national and regional organizations such as the National Center for Educational Statistics, the Southern Regional Education Board, the Council of Chief State School Officers, and the Education Commission of the States for comparative purposes. Data useful for comparison with other states and the nation are vital to the EOC's annual evaluation of its nine measures of success in achieving its 2010 goals. The EOC also collects data useful for comparisons of educational programs implemented in South Carolina with outcomes from programs in other locations through literature searches from traditional resources and from web-based resources. Within-state comparisons based on data also are conducted by the EOC, such as in its annual report on reducing the achievement gaps in which schools showing success are identified so educators may study them for models of success.

6. How do you manage organizational knowledge to accomplish the collection and transfer and maintenance of accumulated employee knowledge, and identification and sharing of best practices?

The EOC revised its administrative Policy and Procedures Manual and a Fiscal Procedures Manual in 2005 to reflect improvements in processes and operations. A publications library containing all EOC reports is maintained, and all reports and minutes from EOC committee meetings are published on the EOC web site. EOC staff members have worked with the South Carolina Department of Archives and History to implement procedures and schedules for complying with state guidelines.

As a very small agency, all staff members are in frequent daily contact and consult with one another about on-going activities and projects. Regularly scheduled bi-weekly staff meetings have been established to ensure that all staff members are apprised of policies and that all members of the team share and maintain the same focus and vision for the agency.

5. HUMAN RESOURCES FOCUS

1. How do you and your managers/supervisors encourage and motivate employees (formally and/or informally) to develop and utilize their full potential?

The EOC is committed to excellent employee-employer relations. This includes creating an environment where employees understand how their positions support the agency mission and feel valued for their efforts. EOC staff members are encouraged to participate in professional organizations, attend conferences, and work with consultants and colleagues to improve their practice. EOC staff members also have permission to work a flexible schedule so that staff members can participate in their children's schools and/or accommodate individual and family needs.

As staff members must meet professional certification requirements, the EOC adjusts work schedules accordingly. The EOC encourages and motivates employees through innovation and

flexibility. Flexible and compressed workweek schedules have allowed employees to adjust their work schedules to accommodate their employment and personal lives.

2. How do you identify and address key developmental and training needs, including job skills training, performance excellence training, diversity training, management/leadership development, new employee orientation and safety training?

Through reference and utilization of professional standards for research, curriculum construction and other aspects of EOC work, staff members are provided training to meet the highest standards.

3. How does your employee performance management system, including feedback to and from employees, support high performance?

The EOC implemented a universal review date in August 2003. The required evaluation is to be completed for all employees at the same time. Each staff person is asked to set a professional development goal for the year and, working through available programs, services or professional organizations pursue that goal. The Executive Director uses the EPMS system and frequent informal meetings as an opportunity to discuss progress, interests and ways in which the EOC can benefit its personnel.

4. What formal and/or informal assessment methods and measures do you use to determine employee well being, satisfaction, and motivation?

The Executive Director employs a number of formal and informal mechanisms to receive feedback and determine staff well-being and satisfaction. She meets with individual staff persons monthly (or more frequently, if necessary) to identify ways in which the organization can be more effective and ways in which the EOC can assist the individual to be more effective. The Executive Director also examines attendance records to determine if employees are having difficulties and/or are dissatisfied. The Executive Director maintains an open door policy and if problems surface, these are explored privately.

5. How do you maintain a safe, secure, and healthy work environment? (Include you workplace preparedness for emergencies and disasters.)

The EOC offices are in the Solomon Blatt Building on the State House grounds. Each staff person has been given a list of procedures to be followed in case of an emergency. EOC staff members are asked to identify potential hazards.

The House of Representatives and the Budget and Control Board maintain the facilities. The Records Officer is working with the South Carolina Department of Archives and History to implement a storage schedule for a large volume of materials.

Employees have access to the state's health screening services and other programs offered by the Budget and Control Board.

6. What activities are employees involved with that make a positive contribution to the community?

EOC staff members are very active in their communities. A number of EOC Staff members serve on their church councils, School Improvement Councils, school district advisory committees and volunteer at their children's schools. Several employees donate blood on a regular basis. The agency also participated in a Muscular Dystrophy Association fundraiser. Individual staff

members are active through volunteer work with the Red Cross, the Juvenile Diabetes Research Foundation and Sister Care.

6. PROCESS MANAGEMENT

1. What are your key processes that produce create or add value for your customers and your organization, and how do they contribute to success? The key processes used by the EOC are the following:

(a) Data analysis and simulation of impact: The EOC has built a five-year longitudinal data file as well as a compendium of data sets that foster understanding of performance over time and simulates changes in school and district ratings as differing values are assigned to aspects of school performance. The EOC is able to correlate student and school characteristics with performance.

(b) Long-range planning: The EOC works beyond the political cycle with a number of groups and individuals to understand conditions that contribute to or detract from school and student achievement. The agency is coordinating a multi-constituency long-range planning effort.

(c) Public reporting: The EOC contributes to the publication and understanding of the school and district report card as well as works with media on individual program evaluations, on school improvement efforts and recognition of programs and services that are having impact.

(d) Component quality: Through the cyclical reviews and program evaluations the EOC is able to inform practice and promote recommendations for change.

(e) Reports to General Assembly and other elected leaders: The EOC bears statutory responsibility to recommend changes in programs, policies and funding and does so annually. These recommendations must be researched thoroughly to ensure that the desired impact is achieved and that the change is understood fully.

2. How do you incorporate organizational knowledge, new technology, changing customer and mission-related requirements, cost controls, and other efficiency and effectiveness factors into process design delivery?

The EOC worked with its key customers to determine the most effective means of delivering its products (i.e., research and recommendations) to the various publics. It was determined that three levels of publications are required: highly technical documentation, research briefs for general audiences, and graphic representations of the information. For each study these three levels of product are available and distributed in print or electronic format. In 2004-2005 the EOC developed a vision for an interactive web site and is developing the programs and materials for that site.

3. How does your day-to-day operation of these processes ensure meeting key performance requirements?

Concepts for new projects are processed and reviewed to ensure comprehensive research, quality of printed materials, on-time delivery and availability. The EOC staff members follow the strategic plan to ensure that work is accomplished in accordance with the time lines. Staff members constantly seek input from key suppliers, contractors and stakeholders in order to improve agency processes. Ultimately, these plans drive the day-to-day operation of the EOC.

4. What are your key support processes and how do you improve and update these processes to achieve better performance?

The EOC focused on process improvement to better deliver summary publications for reports to broaden the utilization of research findings. The EOC employs an editor to review major publications for readability and conformity to the agency-adopted *Chicago Manual of Style*. The agency also acquired additional software to permit graphing and mapping data. For example, demographical maps, charts and graphs were used in reports to illustrate the performance levels of students in order to improve the understanding of district and school success. The EOC provides a variety of online resources and publications to help key stakeholders get involved in the success of South Carolina's students and schools. An interactive website using demographical maps is under development to better utilize research findings.

5. How do you manage and support your key supplier/contractor/partner interactions and processes to improve performance?

The EOC maintains close relationships with key suppliers, contractors and stakeholders and involves them in improving processes and products. For example, the Communications Tool Kit was revised in collaboration with district public information officers. The annual Accountability Manual was revised after a survey of associate superintendents. Periodically, the EOC seeks updated contact information through a quarterly newsletter and continuously through an on-line comments section of the website.

7. RESULTS

1. What are your performance levels and trends for key measures of customer satisfaction?

The EOC is a legislative agency and its employees are at-will employees. Ultimately a key measure of customer satisfaction is the continuation of funding for the agency, the assignment of new tasks and the inclusion of agency staff and EOC members in task forces, planning groups and advisory bodies on the improvement of South Carolina's public education system.

The EOC also works with other key customers to determine the utility of technical analyses and publications in their work. Publication requests and requests for presentations and data analyses are measures of customer satisfaction.

The EOC fulfilled each of the requirements of the EAA in accordance with the legislative timeline. The funding model was updated in December 2004 and introduced as legislation in the subsequent session. Budget recommendations were aligned with the 2010 goal and related actions. The achievement gap report was published in June 2005 with information related to the successful schools distributed widely. With legislative support, an alternative technical assistance program is being implemented and a testing task force has reported. Its recommendations are under consideration through House Bill 4279 and/or actions underway by the State Department of Education. Funding was provided for the unique student identifier although funding for the data warehouse remains in question.

The EOC worked with legislative committees and with individual legislators to ensure that public education funding was increased and those initiatives integral to the accountability system were funded fully. During the most recent legislative session all but two EOC recommendations regarding either programs or funding were adopted. One recommendation was withdrawn for further development and there were insufficient revenues to support the last recommendation.

2. What are your performance levels and trends for the key measures of mission accomplishment and organizational effectiveness?

Mission accomplishment is measured through improvement in student and school performance on state standards-based tests and the school and district rating system. The EOC adopted nine measures to determine the accomplishment of the 2010 goal. Status reports are published each December (*Learning Matters: Where Are We Now*) and available on the agency website.

Progress can be viewed in the distribution of ratings across the first four years of the state school and district report cards:

ABSOLUTE PERFORMANCE RATINGS 2001-2004

Rating	2004 Absolute Performance Rating Number (%)*	2003 Absolute Performance Rating Number (%)**	2002 Absolute Performance Rating Number (%)**	2001 Absolute Performance Rating Number (%)***
Excellent	224 (20.4%)	217 (19.9%)	191 (18.1%)	168 (15.2%)
Good	372 (33.9%)	352 (32.3%)	354 (33.5%)	326 (29.4%)
Average	312 (28.5%)	324 (29.8%)	304 (28.7%)	321 (29.0%)
Below Average	160 (14.6%)	150 (13.8%)	159 (15.0%)	200 (18.1%)
Unsatisfactory	28 (2.6%)	46 (4.2%)	50 (4.7%)	71 (6.4%)
Total	1096 (100%)	1089 (100%)	1058 (100%)	1086 (100%)

*Based on SDE data, October 2004

**Based on SDE data, October 2003

***Based on SDE data, November 2001

Note: Totals may not add to 100% due to rounding. Some schools may have received more than one report card if the school contained more than one organizational grade level (Primary, Elementary, Middle, High). Career and Technology Centers ratings are not factored into tables.

The number of schools not receiving an absolute rating are as follows: 15 in 2004; 15 in 2003; 22 in 2002; and 22 in 2001.

IMPROVEMENT RATINGS 2001-2004

Rating	2004 Improvement Rating Number (%)*	2003 Improvement Rating Number (%)**	2002 Improvement Rating Number (%)**	2001 Improvement Rating Number (%)***
Excellent	170 (15.8%)	75 (7.0%)	94 (8.9%)	135 (12.2%)
Good	215 (20.0%)	174 (16.1%)	183 (17.4%)	168 (15.2%)
Average	97 (9.0%)	89 (8.2%)	186 (17.6%)	215 (19.4%)
Below Average	276 (25.8%)	275 (25.5%)	311 (29.5%)	299 (27.0%)
Unsatisfactory	313 (29.2%)	466 (43.2%)	280 (26.6%)	267 (24.1%)
Total	1071 (100%)	1079 (100%)	1054 (100%)	1084 (100%)

*Based on SDE data, October 2004

**Based on SDE data, October 2003

***Based on SDE data, November 2001

Notes: Totals may not add to 100% due to rounding.

Some schools may have received more than one report card if the school contained more than one organizational grade level (Primary, Elementary, Middle, High).

Career and Technology Centers ratings are not factored into tables.

The number of schools not receiving an improvement rating are as follows: 50 in 2004; 16 in 2003; 26 in 2002; and 24 in 2001.

EOC processes can be evaluated in accordance with the measures displayed in the Strategic Planning Table shown on page 17.

Briefly stated, the goal objective and performance measures follow:

Supported Agency Strategic Planning Goal/Objective	Key Cross References for Performance Measures
1.0 Continue to implement the provisions and fulfill the responsibilities of the Education Accountability Act of 1998	<p>Cyclical review of standards and assessments</p> <p>Publication of annual report card, with supports for public engagement</p> <p>Evaluation of programs, policies and funding and development of recommendations</p> <p>Community engagement</p>
2.0 Develop measures, promote policies and implement practices so that each student is able to earn a state high school diploma	<p>Changes in ratings for high schools and school districts to reflect importance of high school diploma</p> <p>Publication of information related to reading and high school graduation, improvement of data quality, interviews with students, development of middle school profile</p>
3.0 Strengthen the teaching of reading	<p>Recommend changes to provisos and funding to support teaching of reading</p> <p>Publication of middle grades profile</p> <p>Initiation of PAIRS</p>
1.0 Continue to implement the provisions and fulfill the responsibilities of the Education Accountability Act of 1998	<p>Initiation of PAIRS</p> <p>Provision of family materials regarding the content standards, assessments and school report cards</p> <p>Reporting and use of parent survey data</p>
1.0 Continue to implement the provisions and fulfill the responsibilities of the Education Accountability Act of 1998	<p>Focus on high expectations for all students through parent materials, workshops, Closing the Gap study, PAIRS</p> <p>Recommend changes in program priorities to ensure that all teachers and administrators have access to strong professional development in reading</p>
2.0 Develop measures, promote policies and implement practices so that each student is able to earn a state high school diploma	<p>Inclusion of high school graduation in district ratings at a higher weight, development of uniform measure for graduation and improvement of data quality</p> <p>Publication of profile</p>
4.0 Review and revise long-range plans to address strategic issues before South Carolina	<p>Completion of review and transmittal to legislative members of EOC</p> <p>Advocacy and organization of the Common Ground long-range planning effort</p>

3. What are your performance levels for the key measures of financial performance?

State law requires an annual review of agencies' accounting procedures by the Division of the State Auditor. The EOC's accounting operations and stewardship of state resources for Fiscal Years 2000-2001 were reviewed during Fiscal Year 2001-2002. These reviews resulted in no findings of material weaknesses or violations in the EOC's accounting procedures.

4. What are your performance levels and trends for the key measures of Human Resource Results (Includes: performance measurement, employee satisfaction, well-being, learning and development, employee diversity and retention)?

The Executive Director reviews leave patterns, evaluations and conducts small group discussions to measure satisfaction, involvement and development.

5. What are your performance levels and trends for the key measures of regulators/legal compliance and community support?

The EOC operations have been audited by the South Carolina State Auditor's Office including reviews of fiscal procedures, benefits, closing packages, and contractual obligations. No discrepancies have been identified in any of the audits.